

Focus on Literacy 2.0: Language, Literacy, and Learning in a New Century

Douglas Fisher
www.fisherandfrey.com

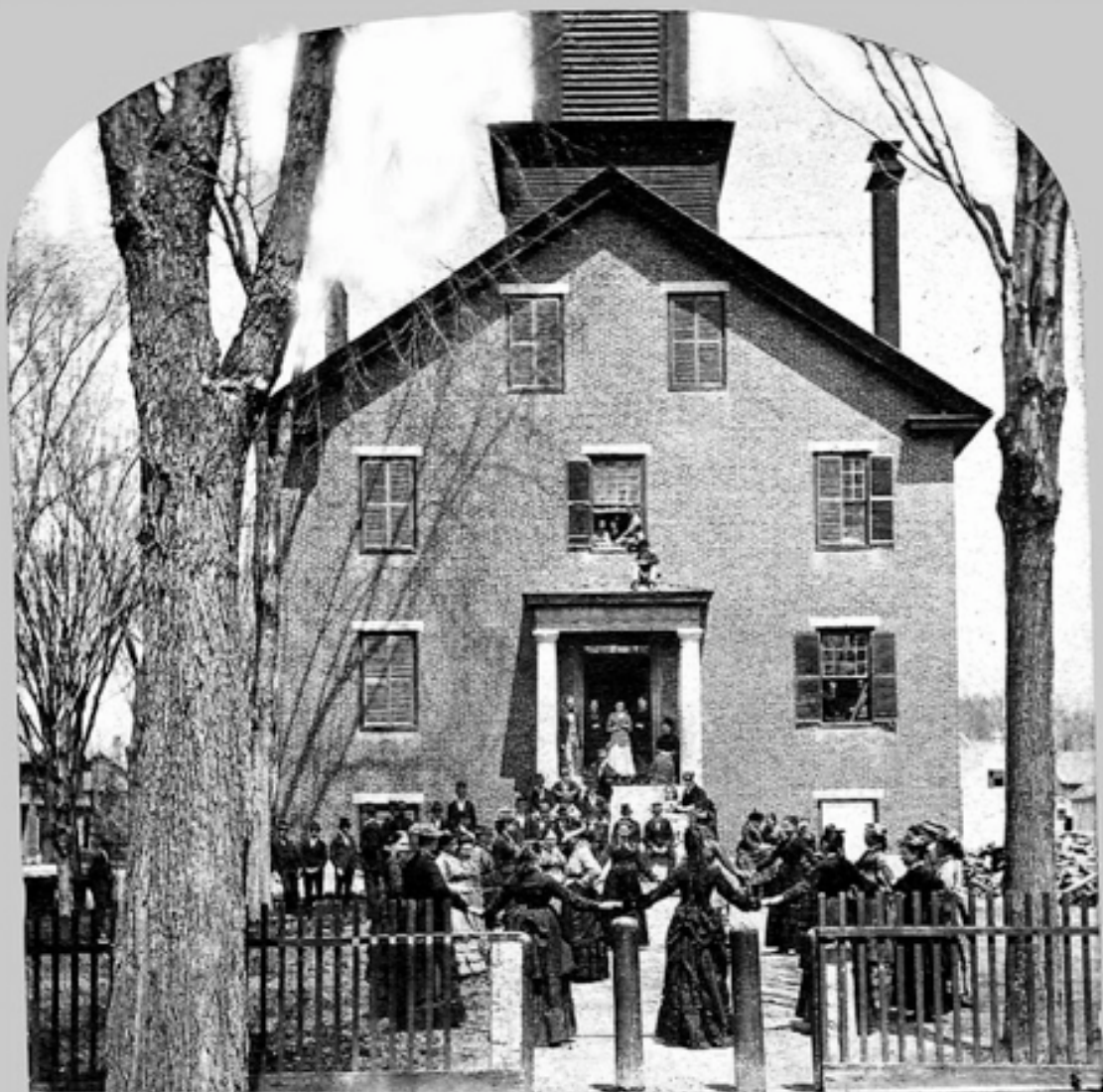


Wait...

...isn't the 21st century
11% over?*

* Thanks, Heidi Hayes Jacobs!



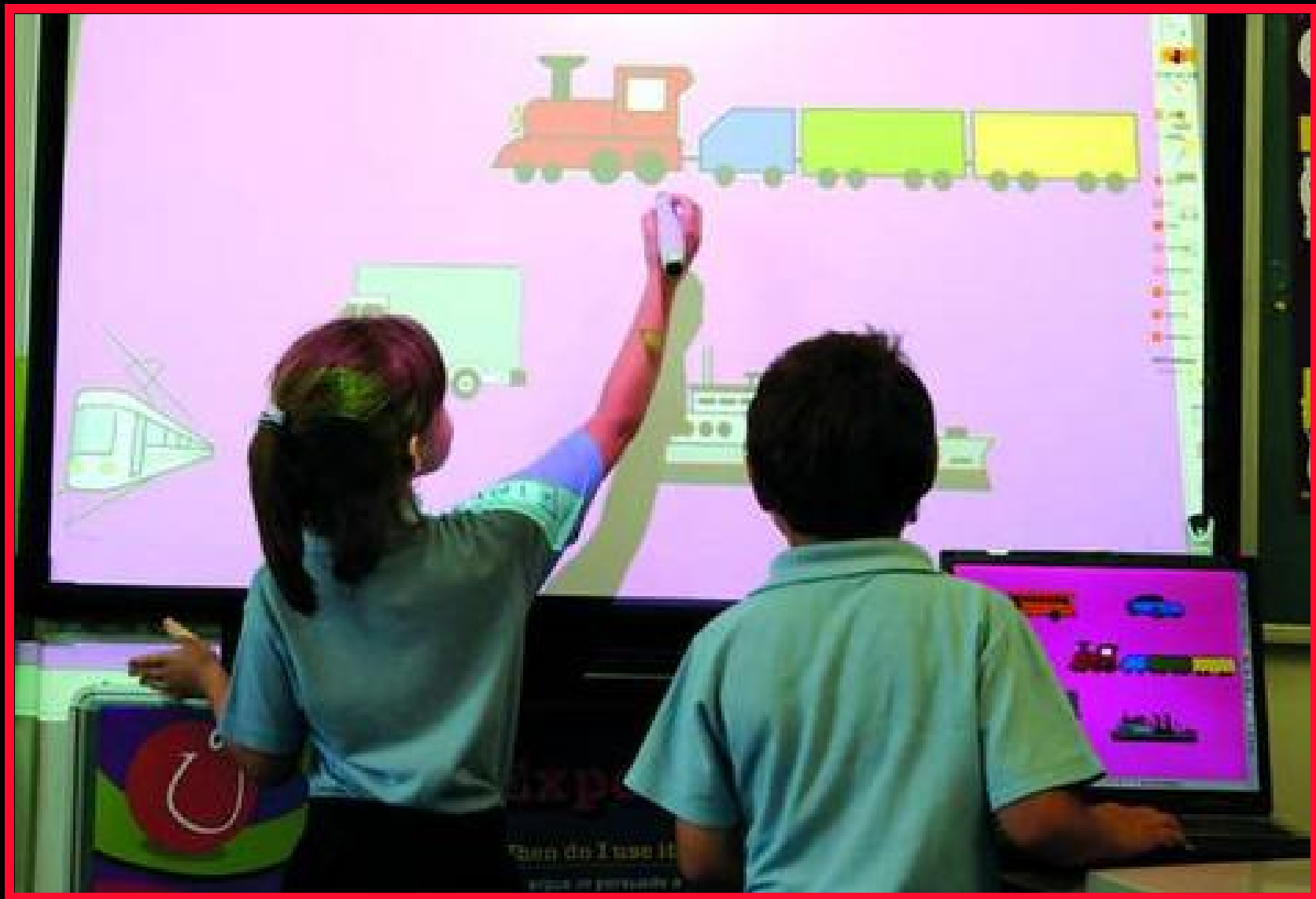


Keene, New Hampshire High School
Academy Building, Winter Street, Keene, NH c. 1870



“Does it work?”







- Texted their friends
- Updated Facebook status
- Made a dance video
- Uploaded it to YouTube



**What's worth
fighting, or even
dying, for?**



**HSHMC Essential
Question # 4**
2010-11



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Friday at 9:23am · Like · Comment · Share

Berenice Hernandez likes this.

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Nancy Frey

You have lots of info! Thanks for making us all aware.

May 12 at 9:21am · Like · Comment

Save the Polar Bears likes this.

Write a comment...



Save the Polar Bears

Despite what we think, a polar bear's fur is not white. Each hair is clear hollow tube. Polar bears look white because each hollow hair reflects the light. On sunny days, it traps the sun's infrared heat and keeps the bear warm at 98 degrees F (when they're resting).

May 16 at 9:07am · Like · Comment

7 people like this.

Write a comment...



Save the Polar Bears

Global Warming :/



Polar Bears & Global Warming
www.youtube.com

www.nwf.org/polar bear - NWF's senior scientist Doug Linkley, Ph.D. explains why polar bears need sea ice and what can happen to them because of global warming.

You and Save the Polar Bears

Jo Schaefer and Heather Anderson like this.

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Like



Megan Fox

Brian Allen and 2 other friends like her.

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Discrimination towards Muslims, simply because of their religious beliefs.

161

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Islam is Peace. Fight Against Islamophobia

Terry Jones is a man who believes Islam is the devil has caused millions of people to go to hell. He is an Islamophobist and has also dedicated his time by gathering thousands of people to join him in what he calls "National Burn the Quran Day" on 9/11. Terry believes what he's doing is okay, but do you? Fill me in on your thoughts about Terry's movement

http://www.youtube.com/watch?v=D1LHqfa_GLY&feature=fvwr


Florida Church Plans 'Burn a Quran' Day on 9/11

www.youtube.com

July 30, 2010 on CNN - via
<http://www.AtheistMedia.com/>

May 9 at 4:11pm · Like · Comment · Share

2 people like this.

View all 4 comments



Islam is Peace. Fight Against Islamophobia I guess he knew what he would be getting into then huh? Pure ignorance.

May 9 at 8:10pm · Like



Nancy Frey Pure ignorance is right. Hate speech is hate speech, and hiding behind a religion makes it even more dangerous.

May 12 at 11:22am · Like · 1 person

Write a comment...



Nancy Frey

Ubah, you've put together an amazing resource for all of us. Thank you for spotlighting this--it effects everyone in our community.

May 12 at 11:23am · Like · Comment

Islam is Peace. Fight Against Islamophobia likes this.



Heather Anderson so true. We are about bringing awareness and education, not about ignorance and hate. Great job.

May 25 at 7:52pm · Like · 1 person

Write a comment...

You and Islam is Peace. Fight Against Islamophobia



3 friends like this.

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Hines Ward

374,008 like this.

Like

Pokes



Kelly Shaffer

has poked you.

Poke Back

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mastersed.uc.edu


TESOL focus of U. of Cincinnati's Master's of Ed. is for teachers interested in teaching English as a second language. Free brochure!

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EF Free Training Tour

landing.eftours.com


All New Teachers Are Eligible For EF's Free International Training Tour To Prepare You For Your Own Tour. Sign Up and Learn More Today.

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About

Raising teen awareness on equality for all, teen depression and suicide, an...

More

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Teenscapism: Teen Mental and Mood Disorder Awareness.

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Teenscapism: Teen Mental and Mood Disorder Awareness.



TEEN LINE | Teens Helping Teens - Connect, talk, chat, get help!
teenlineonline.org

If you have a problem or just want to talk with another teen who understands, then this is the right place for you! Our teens have helped other teens for 28 years! No problem is too big or too small... We're here to help!

21 hours ago · Like · Comment · Share



Teenscapism: Teen Mental and Mood Disorder Awareness.



ReachOut.com USA for teens: Information and help about mental health issues such as being bullied, I us.reachout.com

ReachOut.com provides youth with the information and support to overcome mental health issues like stress, anxiety, bullying, suicide, bipolar and depression.

21 hours ago · Like · Comment · Share



Heather Anderson

You have grown so much throughout this project. I am amazed at how much strength you are showing and determination. Keep it up! Your words are powerful and I am impressed. Much ♥

May 21 at 1:21am · Like · Comment

Chloe Dorworth likes this.

Write a comment...



Teenscapism: Teen Mental and Mood Disorder Awareness.

"It is no one's fault when a person is born with a genetic and/or biological predisposition for having a mental illness. Millions of people suffer from mental illness disabilities."

May 22 at 7:20pm · Like · Comment



Teenscapism: Teen Mental and Mood Disorder Awareness.

You and Teenscapism: Teen Mental and Mood Disorder Awareness.



4 friends like this.

Pokes



Kelly Shaffer
has poked you.
Poke Back

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Stoles for June graduates

primeheritage.com



It's not too late to order graduation stoles to recognize your graduating seniors. Personalized stoles in 10 days or less.



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Transgender and Questioning
Equality

47

people like this

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Lgbtq Equality

Catch me at LongBeach Pride tomorrow ! It's going down!

May 21 at 10:55pm · Like · Comment



Lgbtq Equality

Check out my LGBTQ Pamphlet

Powered by Google Docs
docs.google.com

May 18 at 12:18pm · Like · Comment · Share



Nancy Frey

The It Gets Better Project on YouTube is providing amazing support for people all over the world. Thanks for highlighting this!

May 12 at 9:55am · Like · Comment



Rochelle Fernandez



George Takei vs. Tennessee's "Don't Say Gay" Bill
www.youtube.com

George Takei takes on the Tennessee Legislature and its "Don't Say Gay" bill, in the way only George Takei can! It's OK to be TAKEI apparel and items at http...

May 19 at 6:18pm · Like · Comment · Share

Lgbtq Equality likes this.

Write a comment...



Lgbtq Equality

The country of Uganda is considering a death sentence for people whom have had gay relations. If the bill is passed many LGBT Ugandans must leave. You may even be sentence if they think you've contracted HIV from homosexual acts. Under this law ALL LGBT groups will be banned. Many people are afraid it will pass.

May 16 at 5:53pm · Like · Comment

You and Lgbtq Equality



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374,079 like this.

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FROM myspace to FB
by Annaleah Enriquez

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Wiki Pages & Files Search this workspace

VIEW EDIT

HSHMC Science and Technology

last edited by dlross@... 1 week, 5 days ago Page history

Science and Technology HSHMC



****Please read through the new pages added to the website to be sure you know the expectations of the course.****
[Click here for a summary of the expectations.](#)

Science and Technology Summer 2011 Student Pages

Ahmed's Page	Allyn's Page
Angelo's Page	Ashley's Page
Autumn's Page	Catalina's Page
Diana's Page	Elva's Page

Navigator

- Audio
- Lab Questions
- Pictures (jpg)
- Videos
- Daily Reflection
- Geocaching Pictures

Pages Files options

SideBar

Angelo's Page <http://angelomscienceandtechnology.pbwork>
 Priscilla's Page <http://priscillascienceandtechnology.pbworks.com>
 Salman's Page <http://salmanscienceandtechnology.pbworks.com>

Recent Activity

HSHMC Science and Technology

- <http://hshmcscienceandtechnology.pbworks.com/?email=nfrey%40hshmc.org>



Restricted.

The Challenge



Aligning curriculum, instruction, and policy to support learning in a new century.

Questioning Curriculum, Instruction, and Policy



Does your district's current practice and policy:

1. Teach students how to effectively **search** for information?
2. Encourage students to **use** information rhetorically?
3. Allow students to **produce** information using a broad array of sources?
4. Make it possible for students to **share** with each other, and the larger community?

I' ll go back to school
and learn more
about
the brain!

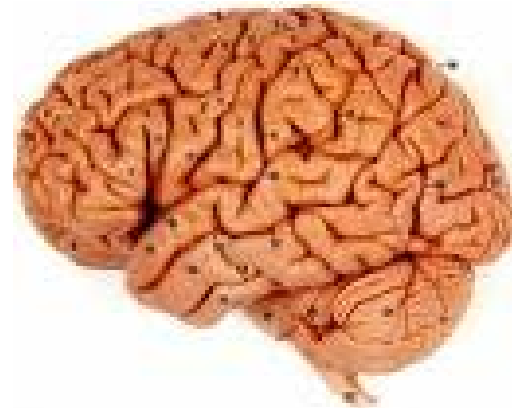
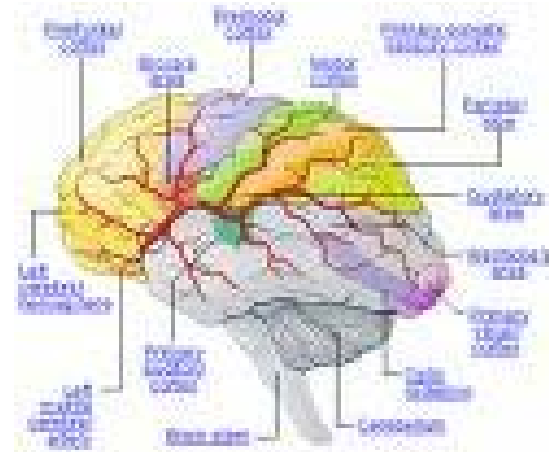


400+ Page text

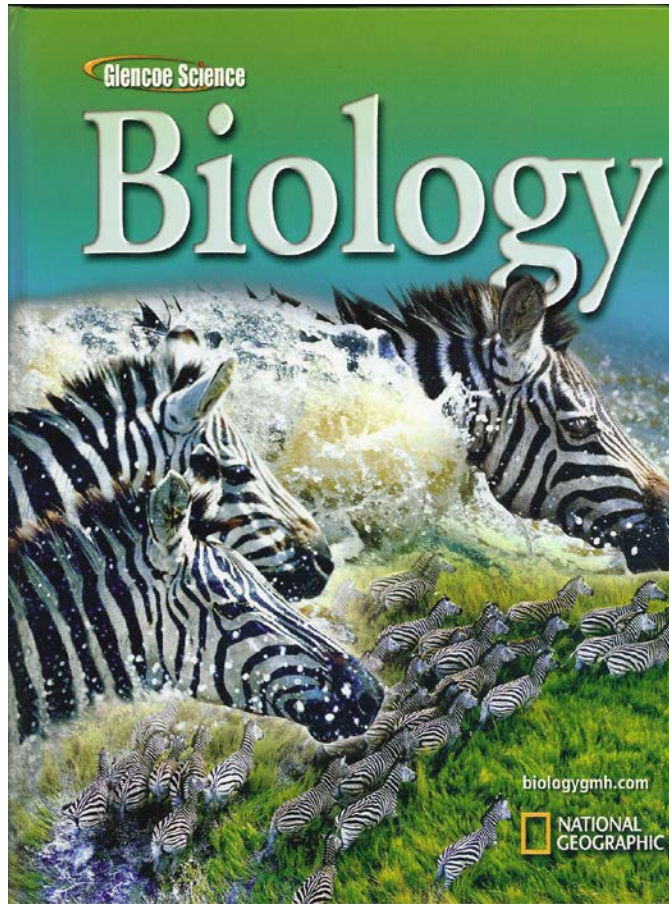
“Somites are blocks of dorsal mesodermal cells adjacent to the notochord during vertebrate organogenesis.”

“Improved vascular definition in radiographs of the arterial phase or of the venous phase can be procured by a process of subtraction whereby positive and negative images of the overlying skull are superimposed on one another.”

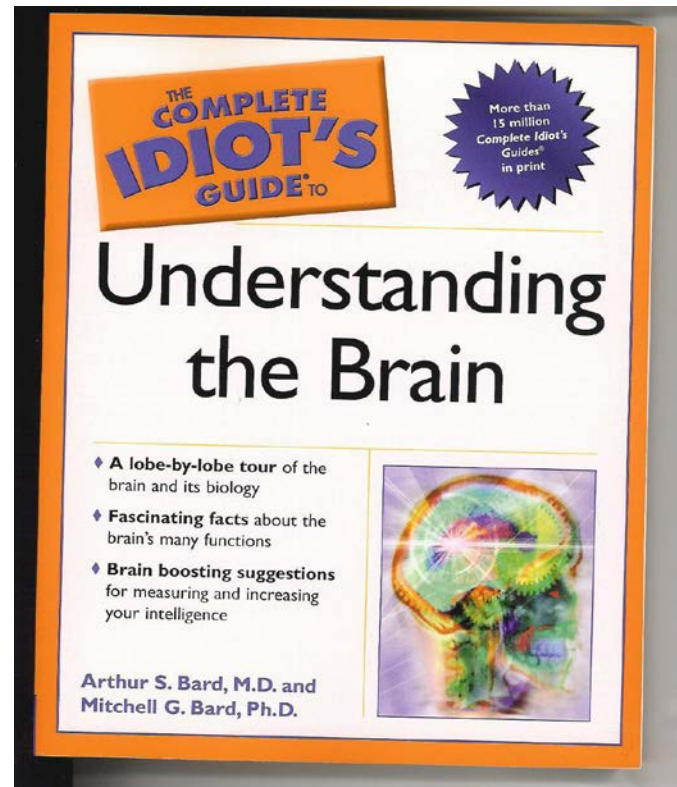
I don't know how you're going to learn this, but it's on the test.



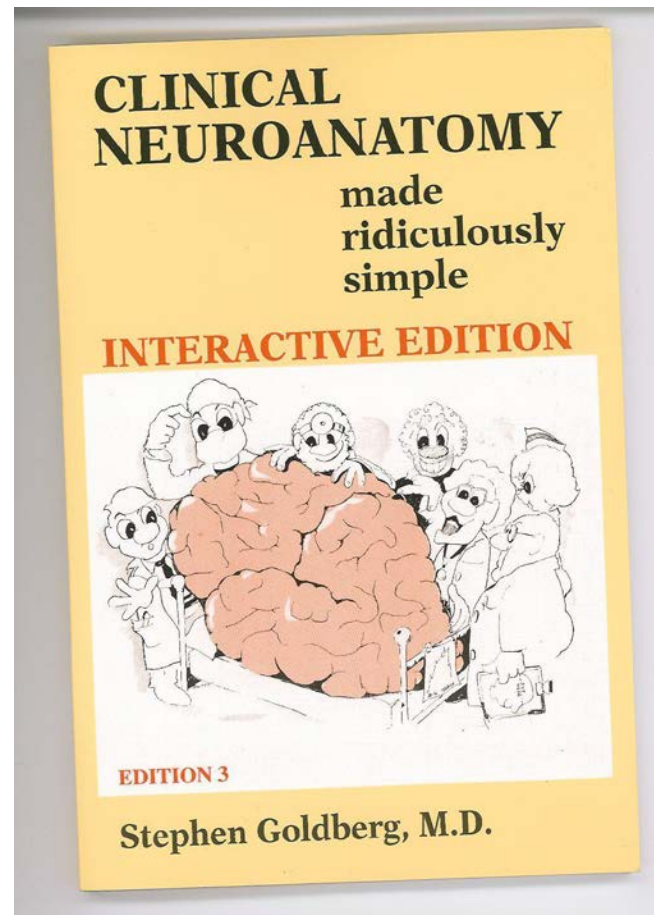
Quick, Build Background!



Expand Understanding Through Reading



Reading Increasingly Difficult Texts

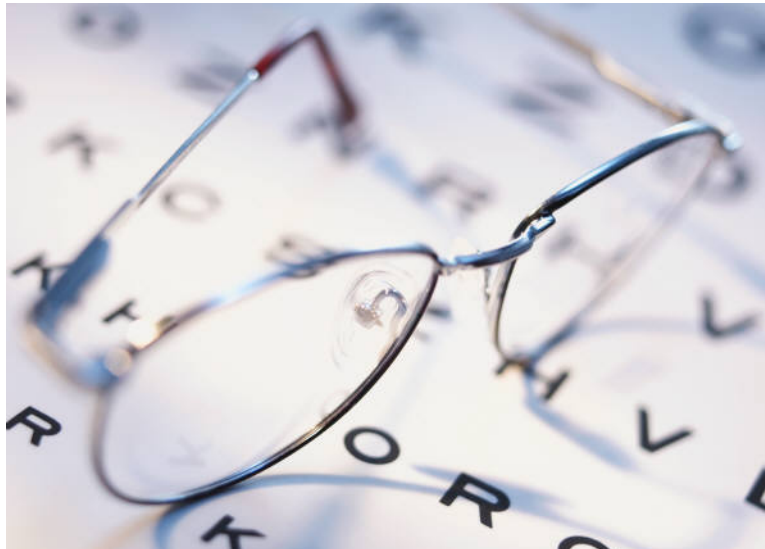


Read “Non-Traditional” Texts

- To date, over 100 YouTube videos!
- PBS (*The Secret Life of the Brain*)
- Internet quiz sites about neuroanatomy
- Talking with peers and others interested in the brain

But, the midterm comes

17 pages, single spaced

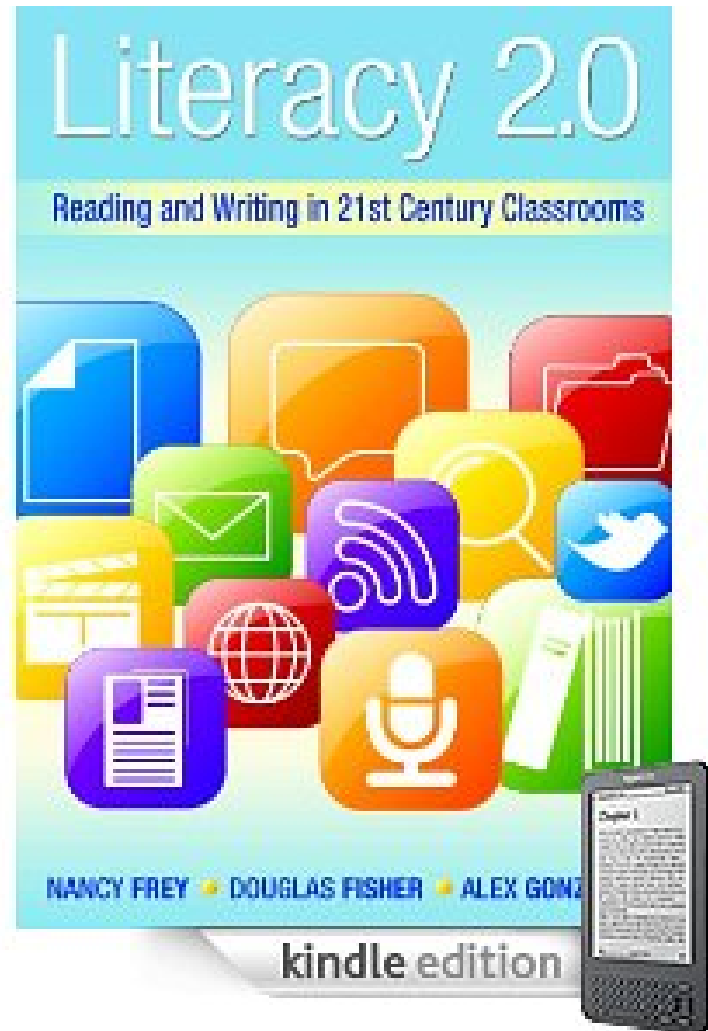


Besides Some Neuroanatomy, What Have I Learned?

- You can't learn from books you can't read (but you can learn)
- Reading widely builds background and vocabulary
- Interacting with others keeps me motivated and clarifies information and extends understanding
- I have choices and rely on strategies

Literacy 2.0 represents a **shift**, not a **replacement**.

*e-books and
tree books*



A photograph of two young girls in a computer lab. The girl in the foreground is wearing a white hoodie and a pink headband, looking intently at a computer screen. The girl behind her is wearing glasses and a white hoodie, also looking at the screen. In the background, another girl is seated at a desk, working on a computer. The lab is filled with computer monitors and desks.

Finding
Using
Producing
Sharing

information

Higher Order Thinking Skills

Creating

Evaluating

Analysing

Applying

Understanding

Remembering

Lower Order Thinking Skills

Bloom's Revised Taxonomy
Anderson & Krathwohl, 2001

Bloom's Digital Taxonomy

Higher Order Thinking Skills

Creating

Evaluating

Analysing

Applying

Understanding

Remembering

Lower Order Thinking Skills

Designing & programming

Evaluating websites & info

Comparing information

Executing a program, device

Summarizing, paraphrasing

Finding a website

Emphasize functions, not tools

Searching

Google, Bing, Apps

Storing

Flash drives, e-books

Communicating

Texting, FourSquare

Sharing

YouTube, vlogs

Collaborating

wikis, VoiceThread

Listening & Viewing

podcasts, Hulu

Producing

Comic Life, Voki, Glogster

Presenting

Keynote, Webinars

Networking

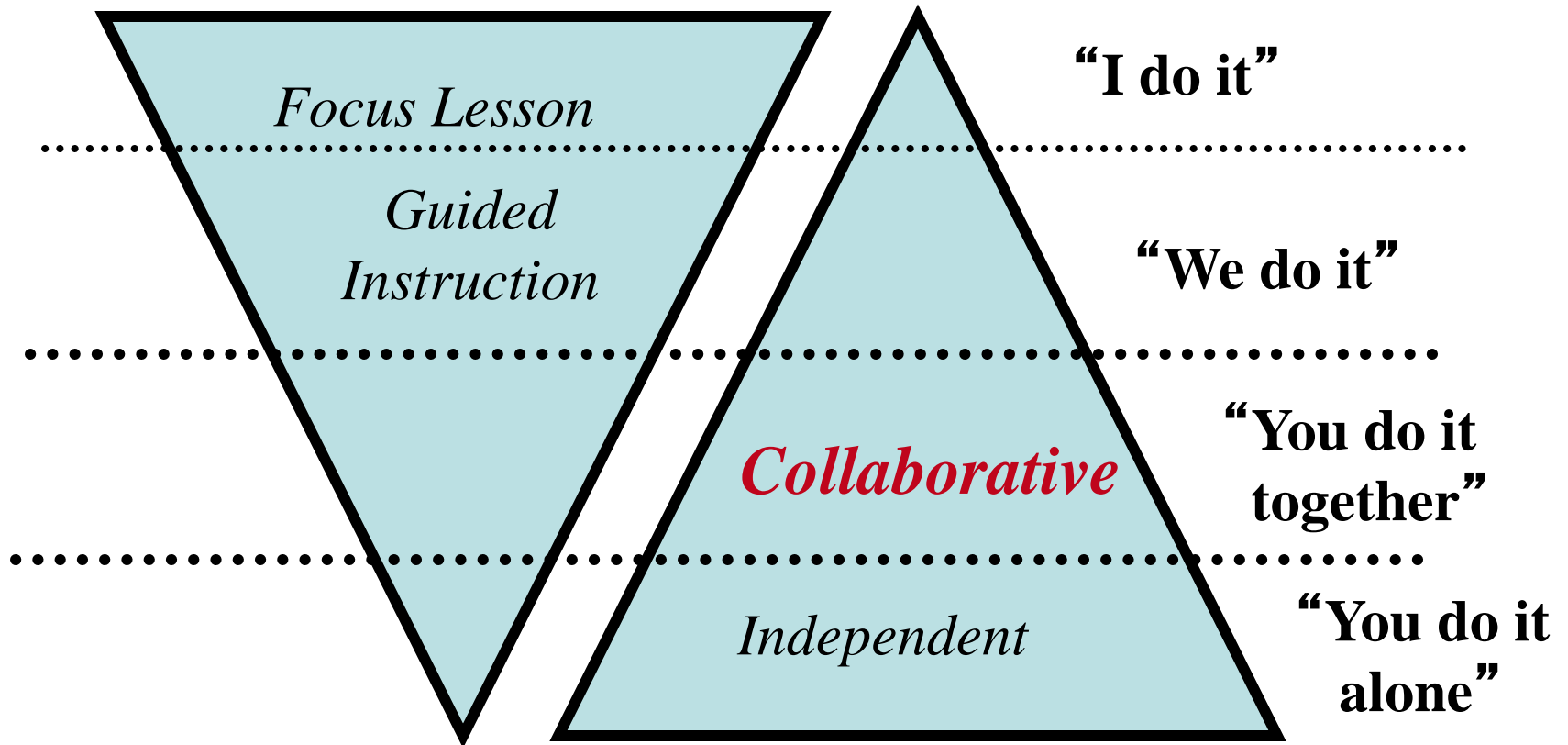
Facebook, MySpace



Quality Teaching 2.0



TEACHER RESPONSIBILITY



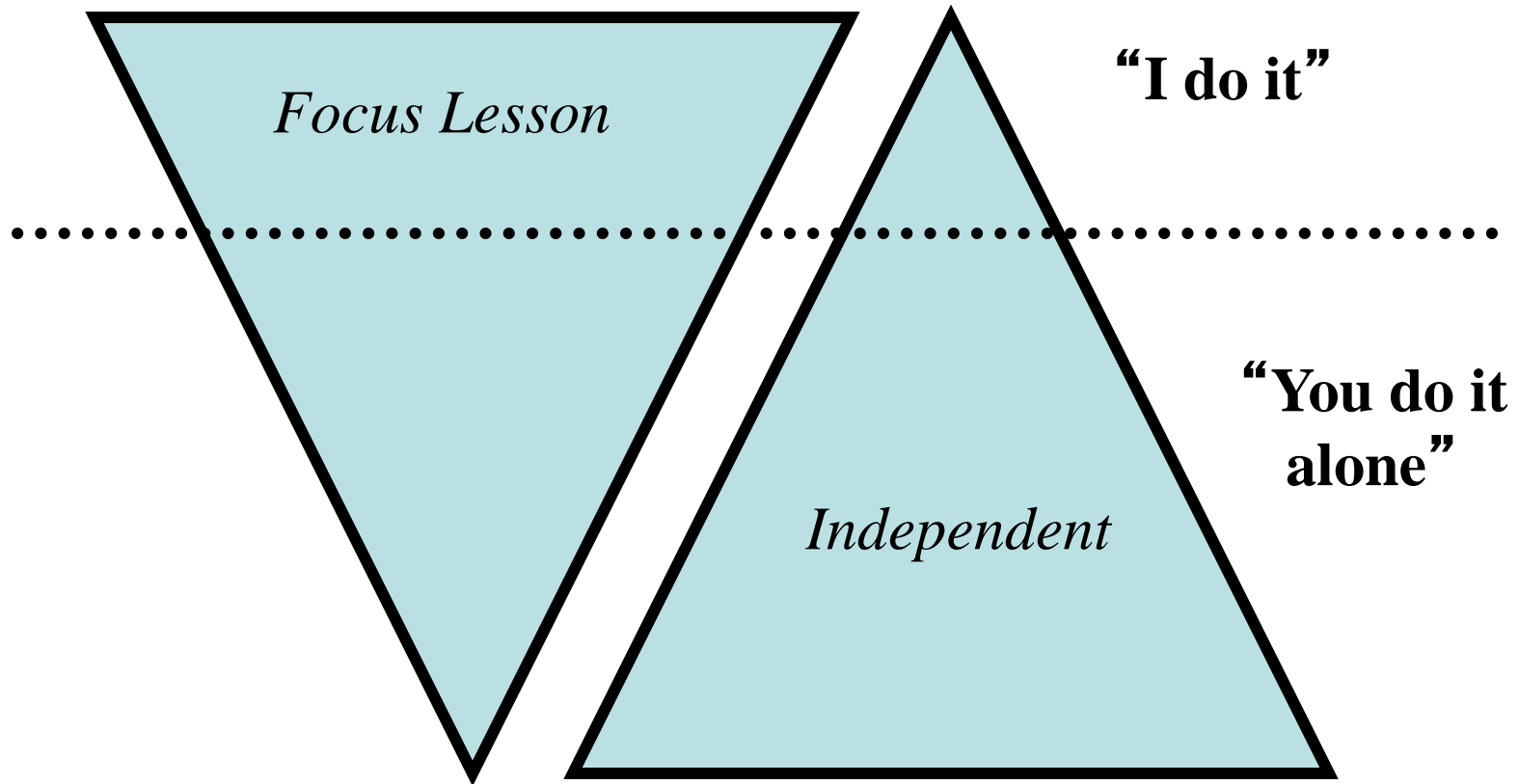
STUDENT RESPONSIBILITY

A Model for Success for All Students

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

The sudden release of responsibility

TEACHER RESPONSIBILITY



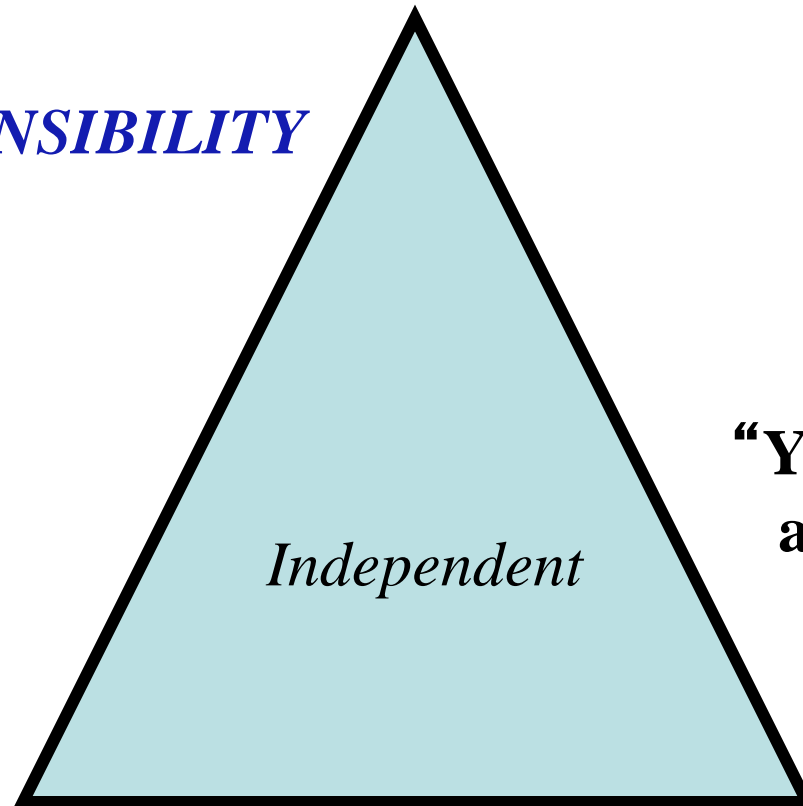
STUDENT RESPONSIBILITY

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

DIY School

TEACHER RESPONSIBILITY

(none)



Independent

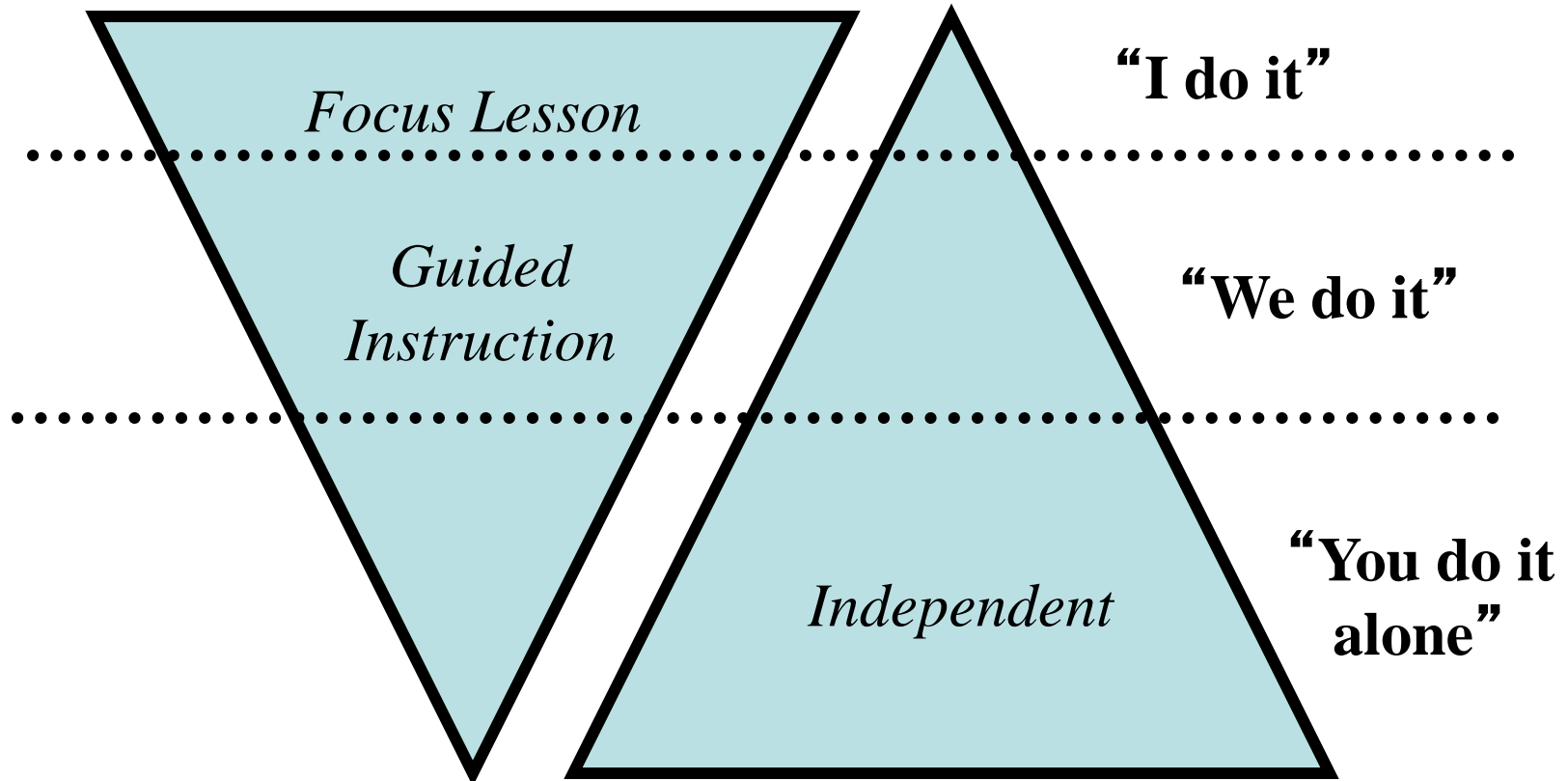
**“You do it
alone”**

STUDENT RESPONSIBILITY

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

The “Good Enough” Classroom

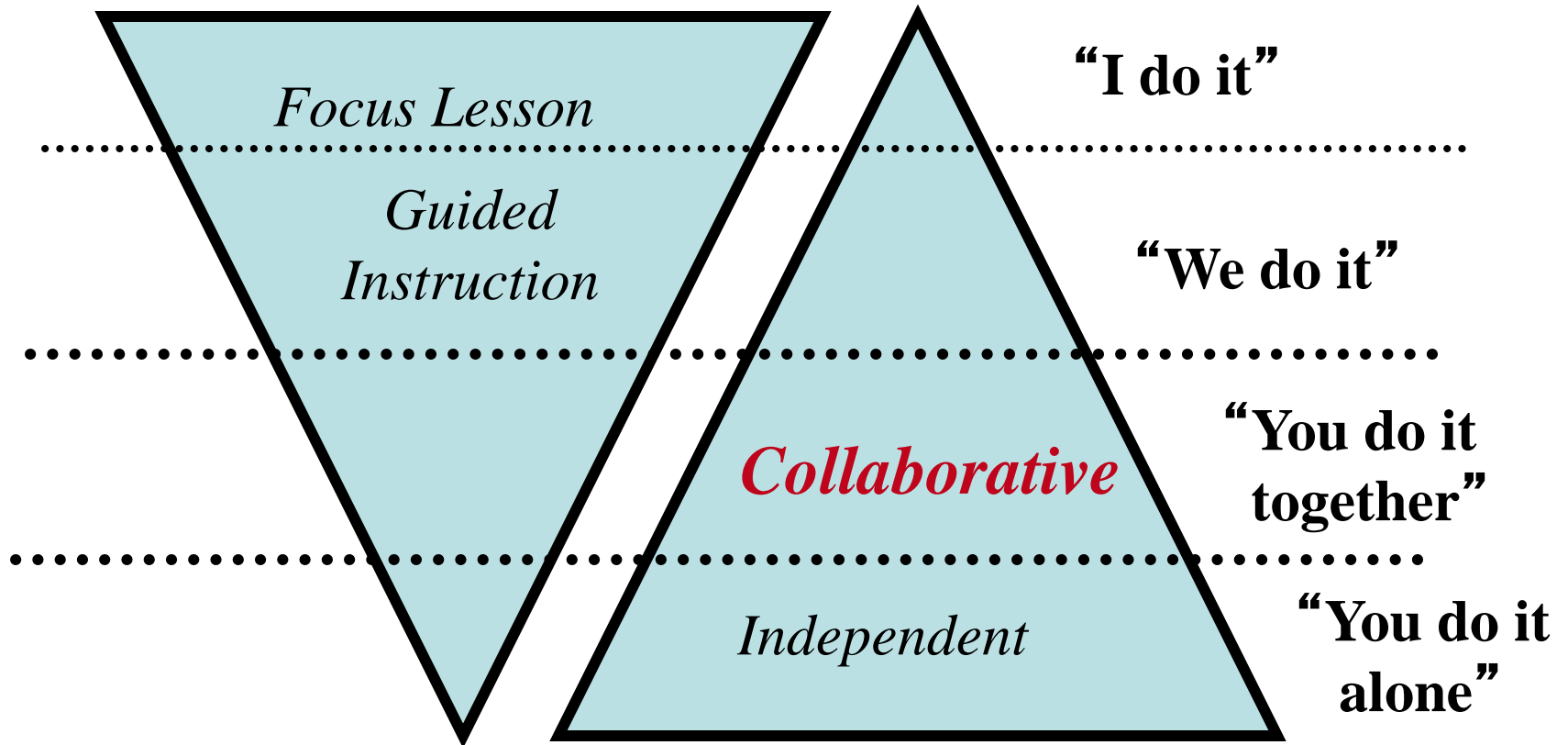
TEACHER RESPONSIBILITY



STUDENT RESPONSIBILITY

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

TEACHER RESPONSIBILITY



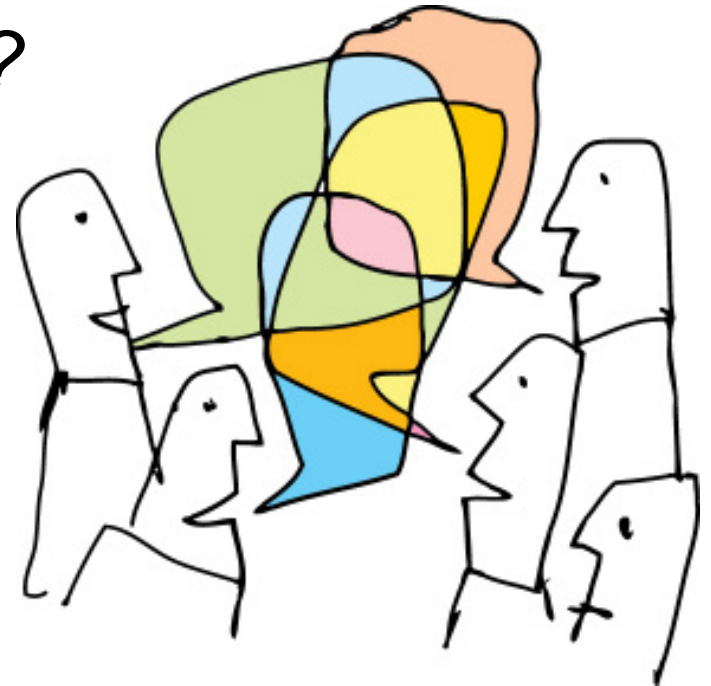
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How does the teacher:

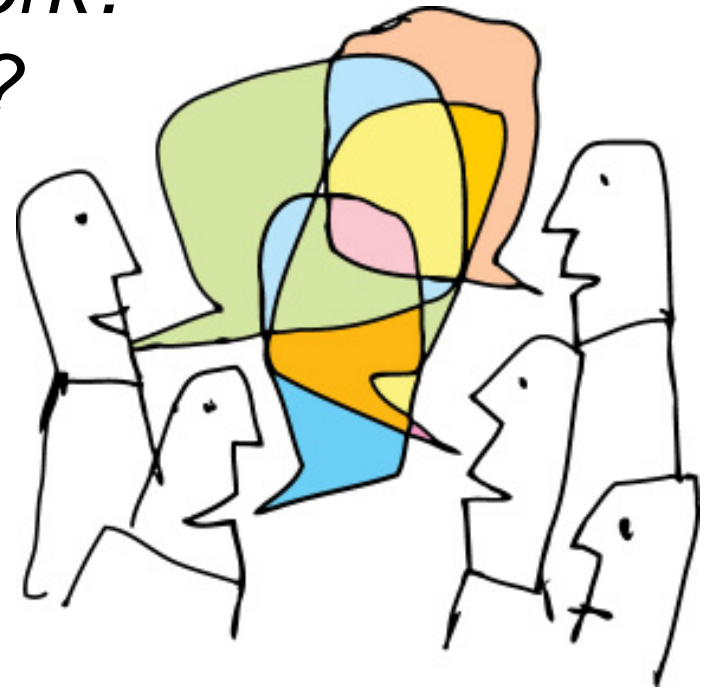
- *Establish purpose?*
- *Utilize productive group work?*
- *Provide guided instruction?*
- *Check for understanding?*
- *Foster metacognition?*





How does the teacher:

- *Establish purpose?*
- *Demonstrate?*
- *Utilize productive group work?*
- *Provide guided instruction?*
- *Check for understanding?*
- *Foster metacognition?*





Why Focus on Purpose?

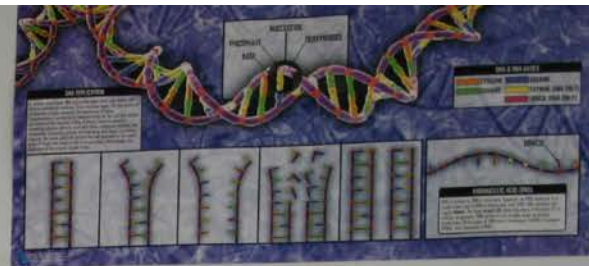
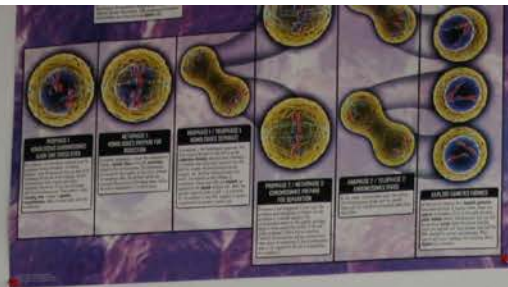
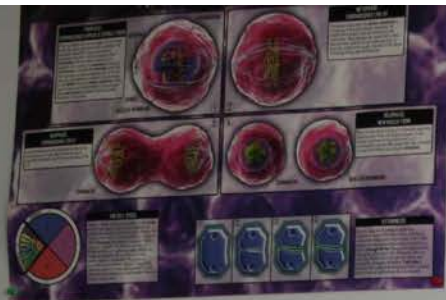


PURPOSE

- Are students accessing grade level standards?
- Do students know what they are expected to learn, not just what they are expected to do?
- How is instructional time used?
- How does the teacher know when a learning goal has been met?

The established
purpose
focuses on
student learning,
rather than an activity,
assignment, or task.





Purpose: To understand how meiosis relates to Mendel's Laws of Genetics.

12/5/11

Cornell Notes: Mendel's Laws of Genetics

Agenda:

- What is the law of Independent Assortment?

① Quickwrite

② Mitosis & Meiosis Foldable

③ Cornell Notes: Mendel's Laws of Genetics

④ Mendel's Laws of Genetics Practice

Purpose:

Examine 6 events
that took place
during Imperialistic
Era (1800's-1900s)

Homework: Reread all
notes.

Purpose: Students will learn
about the different types of
metamorphic rocks.

□ NOW

Purpose: To become familiar
with roots "grad" & "gress"

□ Stuck in Neutral

Purpose: Examine the idea of "normalcy"

□ Independent Reading

Log: How would your character define normal?

retro

digress

transgress

PCTA CAFÉ

OBJECTIVE: Practice

Today we will: American Style Service

So that we can use specific skills
to properly service customers





Why Focus on Modeling?

- Provides students with examples of the cognitive work they are expected to do
- Provides students with academic language
- Taps into innate ability to imitate or mimic others



Word^{WISE} & Content^{RICH}

GRADES 7-12

FIVE ESSENTIAL STEPS TO TEACHING ACADEMIC VOCABULARY

Douglas Fisher and Nancy Frey



FOREWORD BY
KAREN BROOKLEY





Why Focus on PGW?

- Students must interact, using academic language, if they are to reach proficiency
- Provides teachers time for small group guided instruction
- Transfer of responsibility to students

Indicators of Success - Productive Group Work DRAFT

INDICATORS	4-Exemplary	3-Applying	2-Approaching	1-Limited
Complexity of task: <i>The task is a novel application of a grade-level appropriate concept and is designed so that the outcome is not guaranteed (a chance for productive failure exists).</i>	Task reflects purpose and what was modeled. The task allows students an opportunity to use a variety of resources to creatively apply their knowledge of what was modeled. Students have an opportunity to experiment with concepts.	Tasks provide multiple, clear opportunities for students to apply and extend what was modeled. Students have an opportunity to use a variety of resources to creatively apply their knowledge of what was modeled.	The task is somewhat reflective of the purpose of the lesson, but there is little opportunity for student experimentation or innovation.	Task is an exact replication of what was modeled, with little or no opportunity for student experimentation with concepts.
Joint attention to tasks or materials: <i>Students are interacting with one another to build each other's knowledge. Outward indicators include body language and movement associated with meaningful conversations, and shared visual gaze on materials.</i>	Students ask critical questions of each other, developing and forming personal opinions and conclusions. They are able to evaluate and synthesize information, as well as independently use a variety of resources to acquire new or unknown information.	Body language, visual gaze, and language interactions provide evidence of joint attention to the task or materials by all members of the group. Students can explain their contributions and the contributions of other group members.	Body language, visual gaze, and language interactions provide some evidence of mutual attention to the task or materials by most members. Students are not holding each other accountable for purposeful contributions.	Students divide up the task so that they can work, then meet near end to assemble components. Body language, visual gaze, and lack of language interactions provide evidence of independent work occurring within the group.
Argumentation not arguing: <i>Student use accountable talk to persuade, provide evidence, ask questions of one another, and disagree without being disagreeable.</i>	Students reach a better understanding or consensus based on evidence and opinions provided by others. Students hold each member of the group accountable for asking questions, providing evidence, persuading or disagreeing. The conversation is respectful and on-task.	Students ask for and offer evidence to support claims. However, members continue to argue and the conversation is less respectful. Some members are not participating.	There is a process in place for accountable talk. However, student dialogue is limited and some are not making efforts to support the product. The conversation is generally respectful but is often dominated by one member of the group or is off-topic.	No clear process is in place to facilitate accountable talk. Lack of evidence as to whether students are on-task, in conversation, and/or are unable to complete product.
Language support: <i>Written, verbal, teacher, and peer supports are available to boost academic language usage.</i>	Sentence frames are differentiated based on students' proficiency and need. A wide range of frames are available for students and students use the frames independently in academic language and writing. Teacher modeling includes the use of frames as well as academic vocabulary and high expectations for language production.	Students use one or two sentence frames from the variety that are available in a structured setting. A set of target vocabulary is available and used. Teachers model the use of frames. Students are encouraged to use the language support in guided instruction and productive group work.	Academic language related to the concept/standard is present. A frame may be provided. The teacher models at least once using target vocabulary or language frame. Students are encouraged to attempt using target vocabulary without opportunities for guided practice.	Vocabulary is posted but its use is not modeled. Students are simply told to use words. Language frames are not provided.
Teacher role: <i>What is the teacher doing while productive group work is occurring?</i>	Teacher is purposeful in scaffolding using prompts, cues and questions and checks for understanding regularly. Evidence collected during this time is used to plan further instruction.	Some scaffolding and checking for understanding occurs but there are delays in corrections or changes to the instruction. There is a link to further instruction.	Scaffolding or checking for understand occurs but is not used to plan further instruction.	Teacher manages, but does not interact with groups to scaffold conceptual knowledge.
Grouping: <i>Small groups of 2-5 students are purposefully constructed to maximize individual strengths without magnifying areas of needs (heterogeneous grouping).</i>	Groups are flexible and change based on students' proficiency, academic need, and/or content area. Productive group work occurs throughout the day.	Purposeful heterogeneous grouping occurs which are fluid in response to students' proficiency.	Some heterogeneous grouping occurs, but homogeneous grouping practices dominate. Decisions based on assessment are not apparent.	Grouping practices are solely homogeneous and are done primarily for scheduling convenience.

Quality Indicator #1

Complexity of Task: *The task is a novel application of a grade-level appropriate concept and is designed so that the outcome is not guaranteed (a chance for productive failure exists).*



Quality Indicator #2

Joint attention to tasks or materials

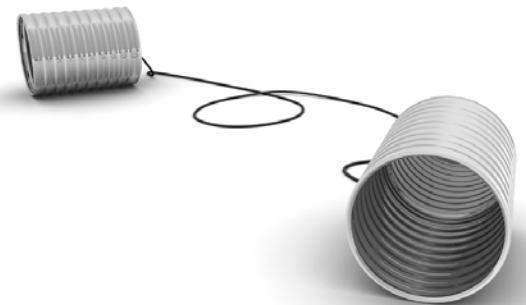
Students are interacting with one another to build each other's knowledge. Outward indicators include body language and movement associated with meaningful conversations, and shared visual gaze on materials.



Quality Indicator #3

Argumentation not arguing:

Student use accountable talk to persuade, provide evidence, ask questions of one another, and disagree without being disagreeable.



Quality Indicator #4

Language support: *Written, verbal, teacher, and peer supports are available to boost academic language usage.*



Quality Indicator #5

Grouping: *Small groups of 2-5 students are purposefully constructed to maximize individual strengths without magnifying areas of needs (heterogeneous grouping).*



Quality Indicator #6

Teacher role: *What is the teacher doing while productive group work is occurring?*





Purpose of Collaborative Learning

A photograph of two young students, a girl on the left and a boy on the right, engaged in a collaborative learning activity. They are both smiling and looking at each other. The girl is holding a small yellow object on a stick. In the foreground, there is a clear plastic jar with a red lid. The background is slightly blurred, showing a classroom setting.

Students work together using academic language to discover information.

Which Is It?

Group Work

- *Interaction*
- *Academic language practice and development*
- **Clarifying beliefs, values, or ideas**
- **Goal is sharing not solving**
- **No accountability or group accountability**

Productive Group Work

- *Interaction*
- *Academic language practice and development*
- **Consolidating understanding using argumentation**
- **Goal is resolving problems, reaching consensus, or identifying solutions**
- **Individual accountability**

Group Work Examples



TTYPA (Turn to your partner and . . .)

Think-Pair-Square

Gallery Walk

Novel Ideas Only

Opinion Stations

Productive Group Work

Examples

- Conversation Roundtable
- Numbered Heads Together
- Literature Circles
- Reciprocal Teaching
- Jigsaw
- Walking Review
- Collaborative Poster
- Peer Response
- ReQuest






Why Focus on Guided Instruction?

- Targets instructional needs
- Provides feed forward instruction, not just feedback
- Provides for Tier 2 (RTI²) supplemental intervention

Feed up: establishing purpose

Check for understanding: daily monitoring of learning

Feed back: providing students with information about their success and needs

A thick, blue, curved line that starts from the left edge of the slide and curves upwards and to the right, ending near the 'Feed forward' text.

Feed forward: using student performance for “next steps” instruction and feeding this into an instructional model

Feed forward

Where to next?



Introduction to Complex Numbers
Error Analysis Sheet

	Period 1	Period 2	Period 3	Period 4
Can explain what an imaginary number is, and can contrast it with real numbers	SS, LH		YV	HG, FR, SL, VG, CC, KY, SD, KJ, NJ, FE, HU, YS
Can reduce imaginary numbers to their simplest radical form	RA, EO, LH	OJ, IH, SR, MM,	RC, NS, SA, JC, SZ	KL, DR, SD, CG, OG, QE, WN, RT, JK, FT, PD, NM, ER
Can cite at least two applications for imaginary numbers	OS, SM, VR, EO, LH	IH, SR, RD, MM	NS, JC, SZ	BB, QE
Understands the relationship between Cartesian, polar, and exponential forms (Euler's formula) of representation for imaginary numbers	JV, EO, KL, KD, NO, TO, MA, LH, VZ, UC, AZ	PL, GT, DM, SS, WB, CJ, LI, NH, RR, PF, DE, WR	NS, NH, CC, GT, JO, DD, SZ, WK, FL, BB, TR, FD, BH	HG, FD, LK, VL, NK, DZ, SW, RY, HU, QE

Error Analysis

Fourth Grade Verb Usage

Verb Form	Total Attempts	Correct Usage	Errors	Percentage of Errors
Student's writing displays subject - verb agreement				
Student utilizes the simple present tense				
Student utilizes simple past tense with <i>-ed</i>				
Student utilizes simple future tense with the helping verb <i>will</i>				
Student uses the present perfect tense with the helping verbs <i>has</i> and <i>have</i>				
Student uses the past perfect tense with the helping verb <i>had</i>				
Student demonstrates the ability to write the "Be" verbs <i>is, am, are, was, were</i> with singular and plural nouns				

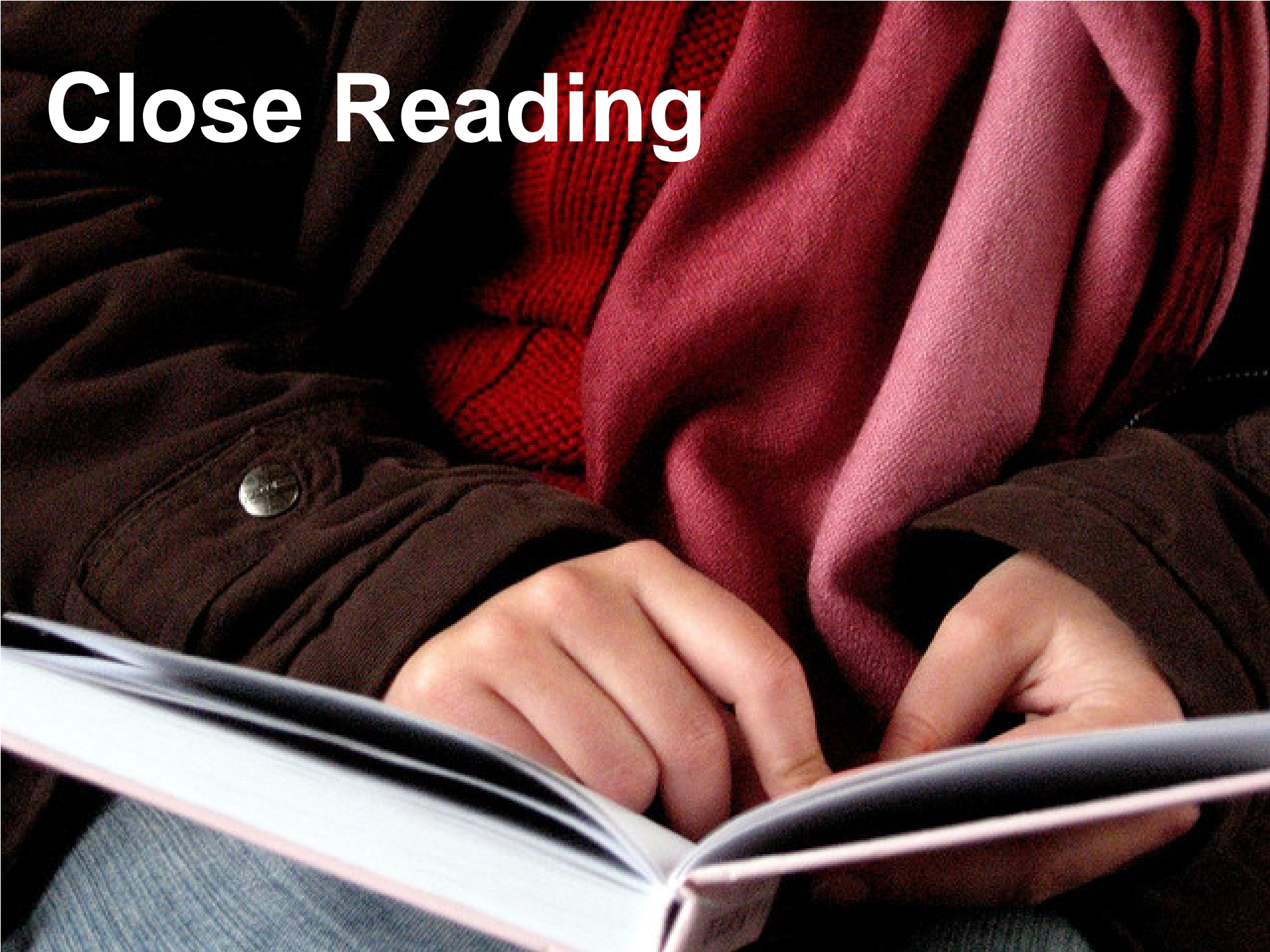
>80% meets standard 65%-79% approaching <64% below
Darcy Rilling
California Fourth Grade Language Arts Standards LC1.1 and LC 1.3

	Week 1	Week 2	Week 3	Week 4
Student has chosen the appropriate sign for the equation.				
Student has constructed the appropriate equation for the problem.				
Student has identified the key words that tell what the problem is asking his/her to do.				
Student shows confidence in his/her decision and is therefore able to justify the reasoning to the group.				
Student demonstrates the ability to check his/her work using the opposite sign (+ and - or x and /).				

Error	Period 1	Period 2	Period 3	Period 4	Period 5
Mid-sentence capitalization	JC			AA	
Colons and semicolons	JC, JT, AG, DL, TV	EC, MV, WK		AA, SK, MG, EM, BA, TS	HH, DP, MR, CH
Ending punctuation	JC, AG, SL	WK, MW		AA, BA	MR
Subject-verb	JC, JT, DL, MM, SL, ST, ND	RT, VE, VD, CC		AA, MG, SC, PM, LG	DP, DE
Tense - consistency	DS	SJ, JM		AA, TR, PC	DE
Spelling	JC, MM	WK, RT, AG, SJ		AA, MG, BA, GL, PT, DO, DE, LR	SR, DC, MF
Supporting evidence	JC, JT, MM	EC, SJ		AA, MG, BA, GL, PT, DO, DE, LR, SK, EM, TS, LG, PM, DP, RT, HA, KJ, DE, RC, DW, DL, KS,	DE, MR, DC, AT



Close Reading

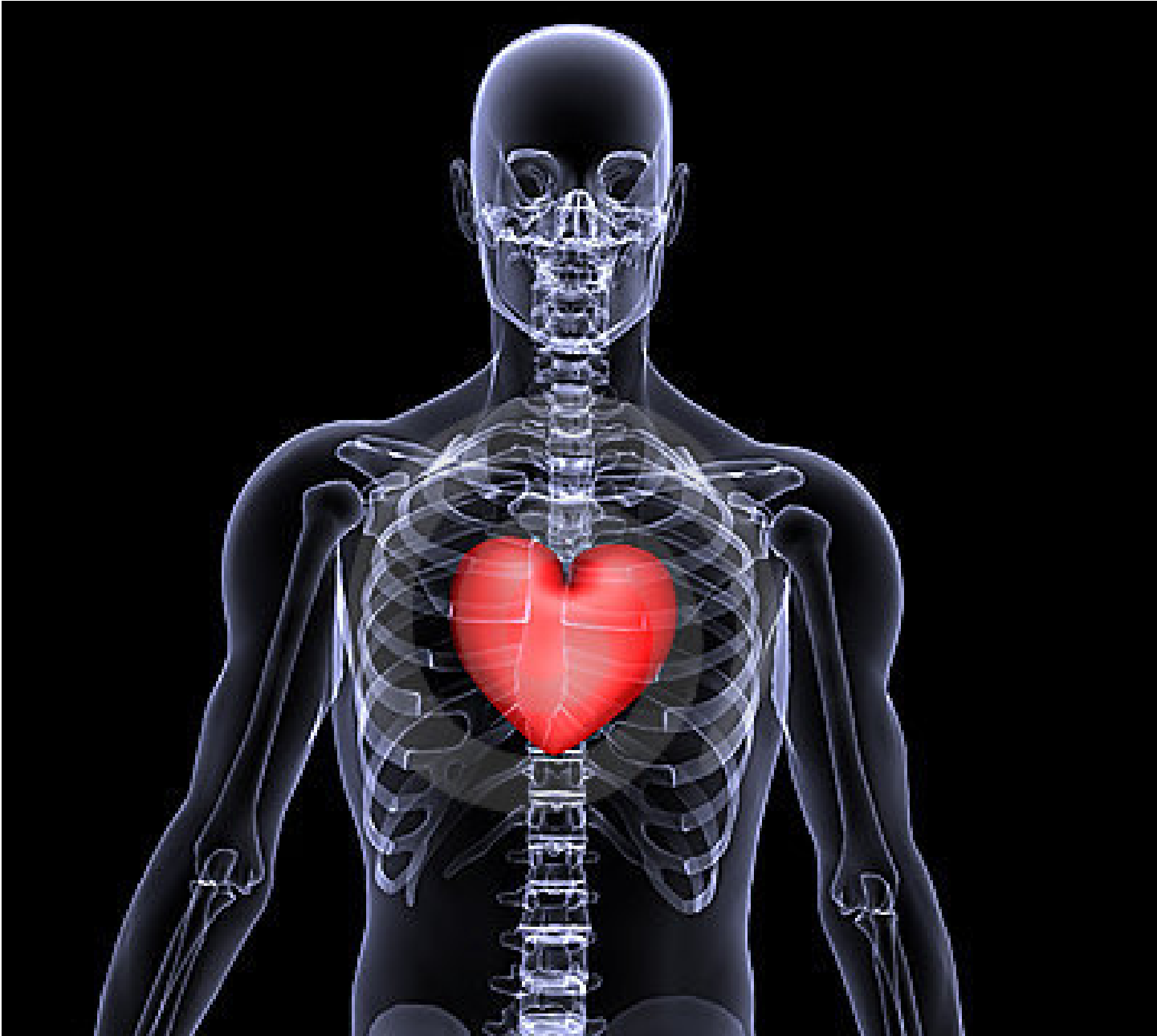




Anyway, the fascinating thing was that I read in *National Geographic* that there are more people alive now than have died in all of human history. In other words, if everyone wanted to play Hamlet once, they couldn't, because there aren't enough skulls! (Foer,

“Every book has a skeleton hidden between its covers. Your job as an analytic reader is to find it.”





“X-ray the book”



Creating a Close Reading

A young girl with dark hair, wearing a grey and blue patterned sweater, is shown in profile, focused on reading a book. She is holding the book with both hands. The background is blurred, showing what appears to be a classroom setting with wooden desks and other students. A blue rectangular box with white text is overlaid on the top left of the image.

**Use a short
passage**

Creating a Close Reading



Use a short

passage

“Read with a pencil”

Creating a Close Reading



Use a short

passage

“Read with a pencil”

Note what’s confusing

Creating a Close Reading



Use a short

passage

“Read with a pencil”

Note what’s confusing

Pay attention to patterns

Creating a Close Reading



Use a short

passage

“Read with a pencil”

Note what’s confusing

Pay attention to patterns

Give students the chance to struggle a bit

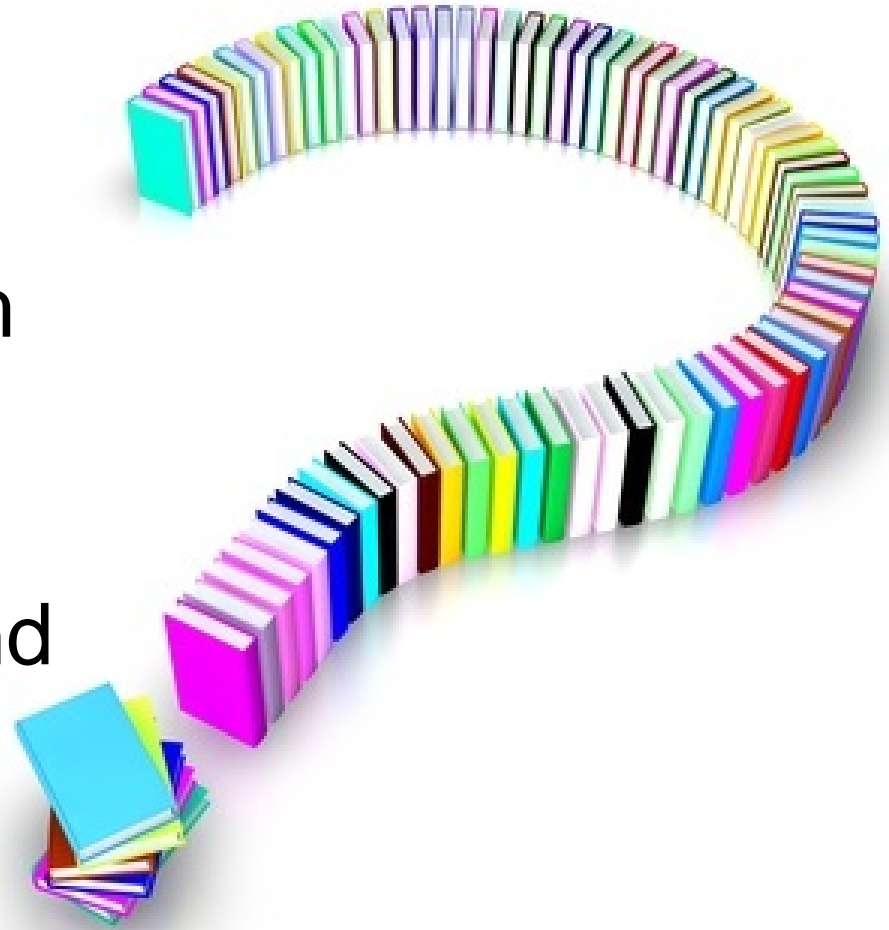
Creating a Close Reading

“Read like a detective,
write like a reporter.”

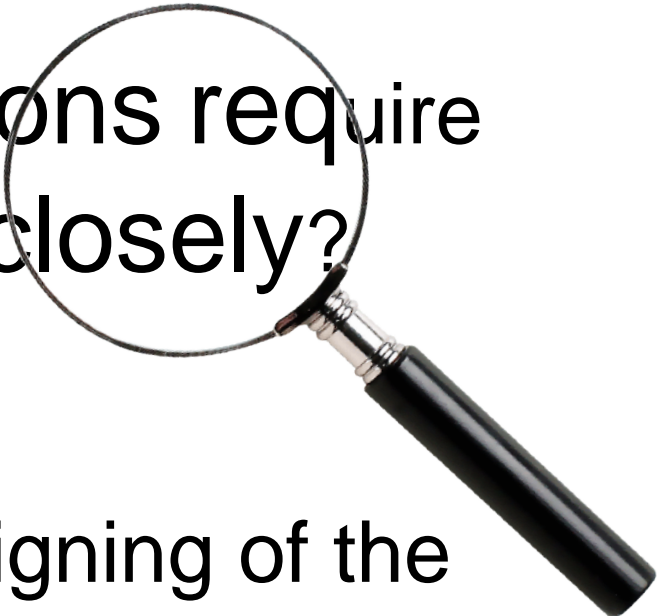


Text-dependent Questions

- Answered through close reading
- Evidence comes from text, not information from outside sources
- Understanding beyond basic facts
- Not recall!



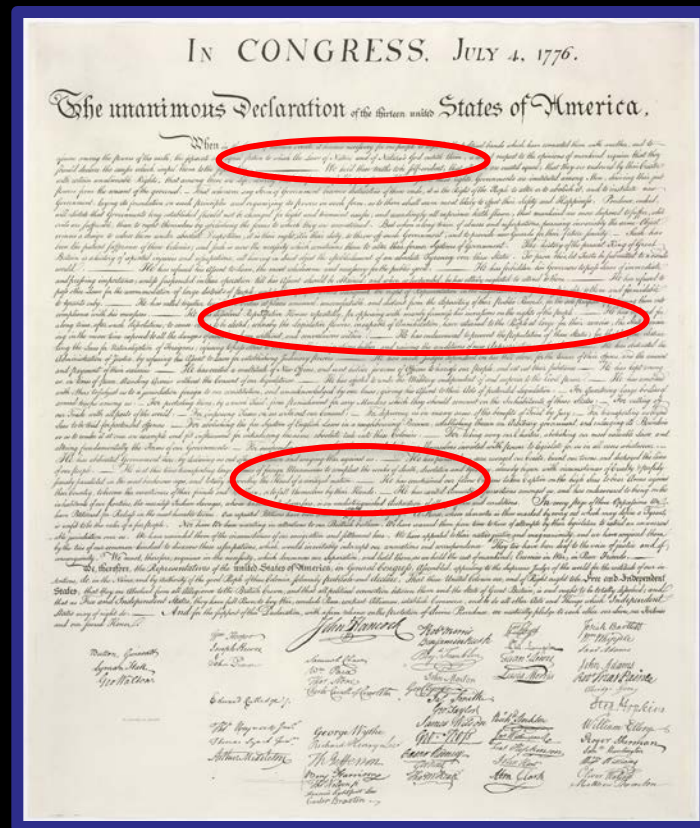
Which of the following questions require students to read the text closely?



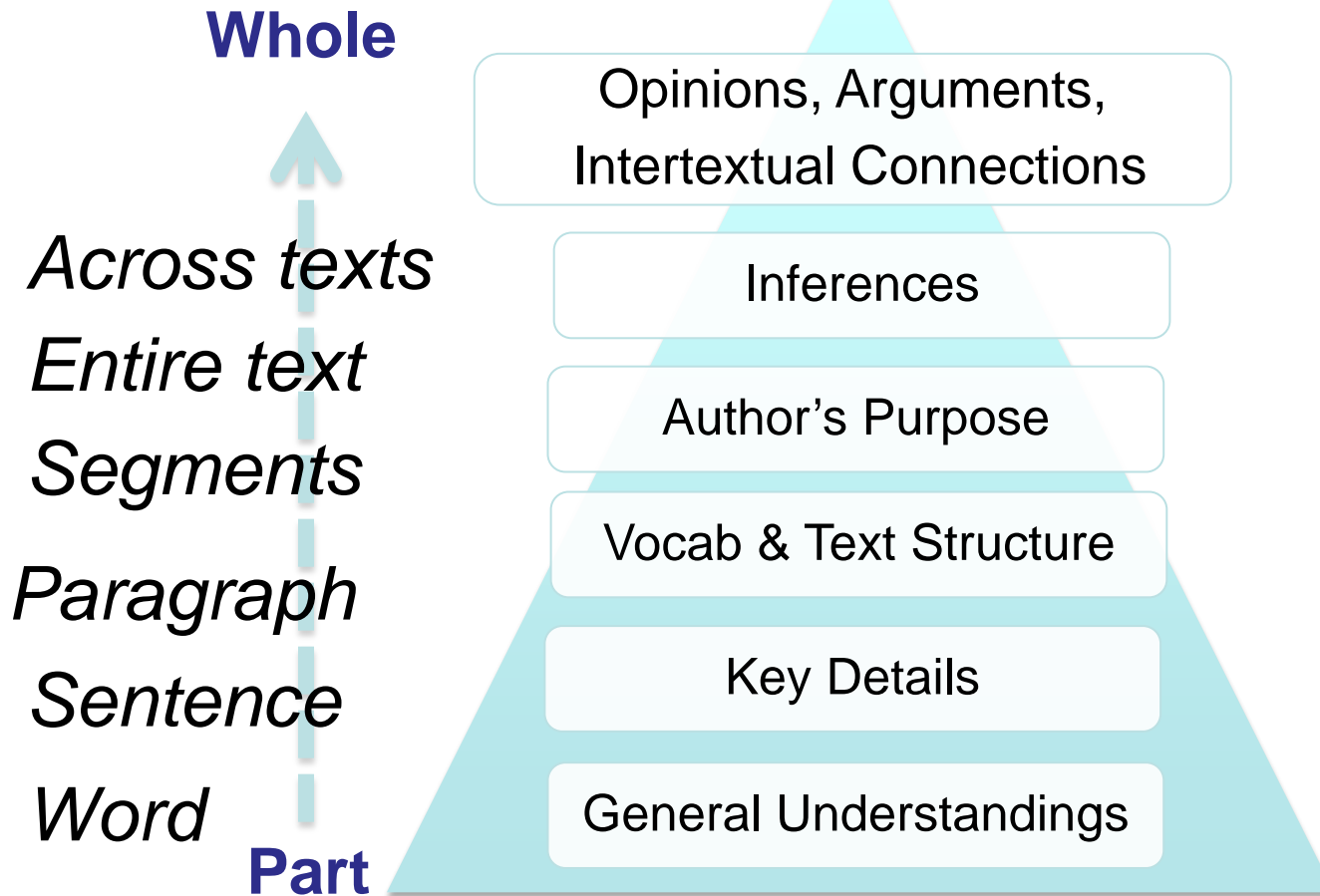
1. If you were present at the signing of the Declaration of Independence, what would you do?
2. What are the reasons listed in the preamble for supporting their argument to separate from Great Britain?

1. If you were present at the signing of the Declaration of Independence, what would you do?

2. What are the reasons listed in the preamble for supporting their argument to separate from Great Britain?



Progression of Text-dependent Questions



General Understandings

- Overall view
- Sequence of information
- Story arc
- Main claim and evidence
- Gist of passage



General Understandings in Kindergarten

Retell the story in order using the words *beginning, middle, and end.*



Key Details

- Search for nuances in meaning
- Determine importance of ideas
- Find supporting details that support main ideas
- Answers who, what, when, where, why, how much, or how many.

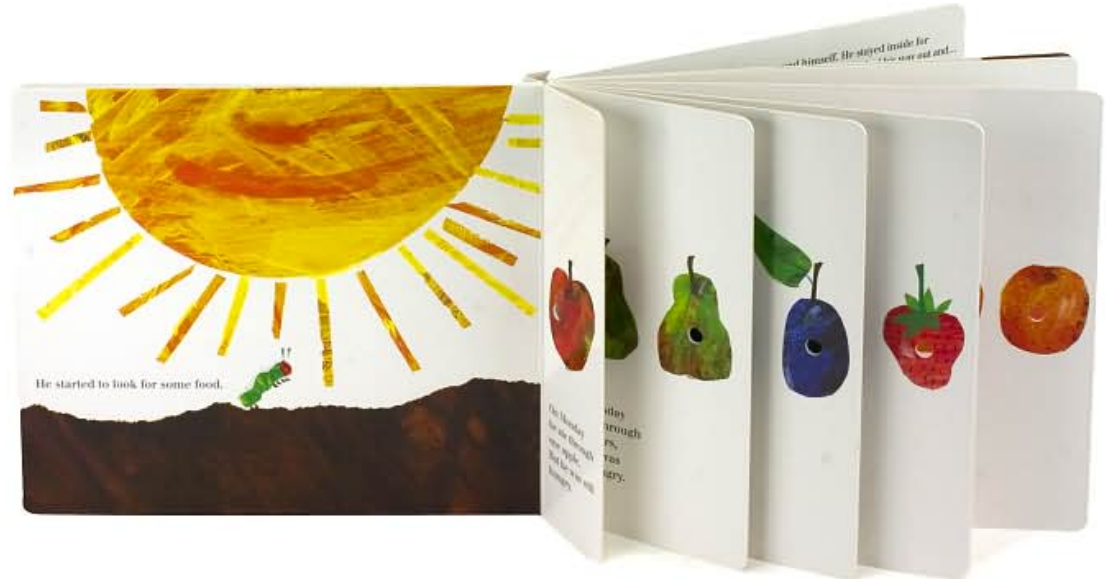


Key Details in Kindergarten

- How long did it take to go from a hatched egg to a butterfly?
- What is one food that gave him a stomachache? What is one food that did not him a stomachache?

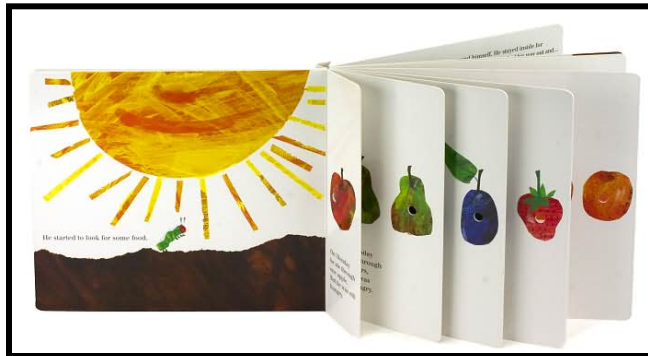


It took more than 3 weeks.
He ate for one week, and
then “he stayed inside [his
cocoon] for more than two
weeks.”



Foods that did not give him a stomachache

- Apples
- Pears
- Plums
- Strawberries
- Oranges
- Green leaf



Foods that gave him a stomachache

- Chocolate cake
- Ice cream
- Pickle
- Swiss cheese
- Salami
- Lollipop
- Cherry pie
- Sausage
- Cupcake
- watermelon

Vocabulary and Text Structure



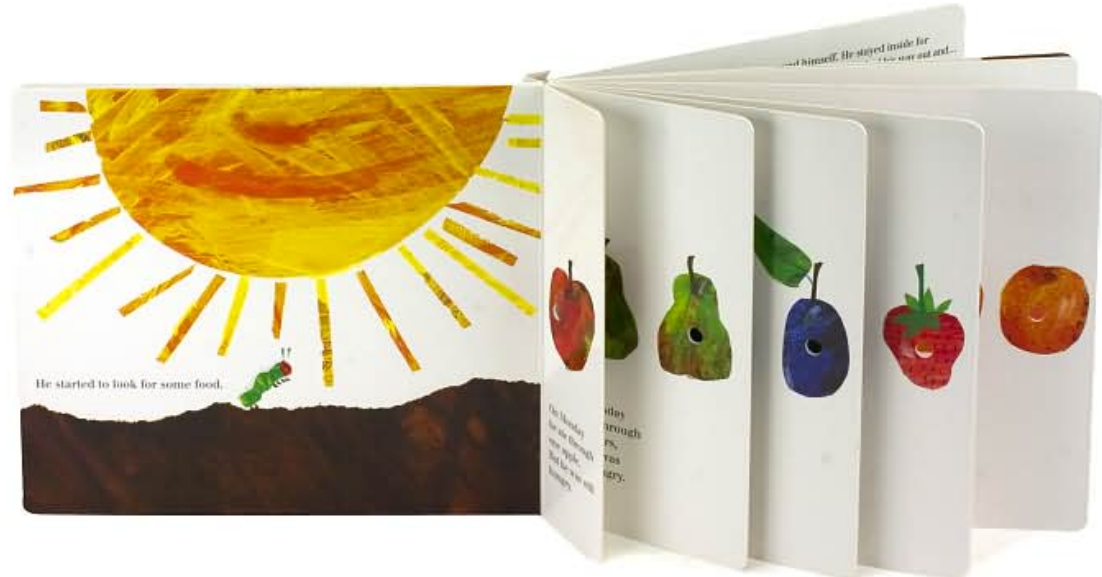
- Bridges literal and inferential meanings
- Denotation
- Connotation
- Shades of meaning
- Figurative language
- How organization contributes to meaning

Vocabulary in Kindergarten

How does the author help us to understand what cocoon means?



There is an illustration of the cocoon, and a sentence that reads, “He built a small house, called a cocoon, around himself.”



Author's Purpose

- *Genre*: Entertain? Explain? Inform? Persuade?
- *Point of view*: First-person, third-person limited, omniscient, unreliable narrator
- *Critical Literacy*: Who's story is *not* represented?

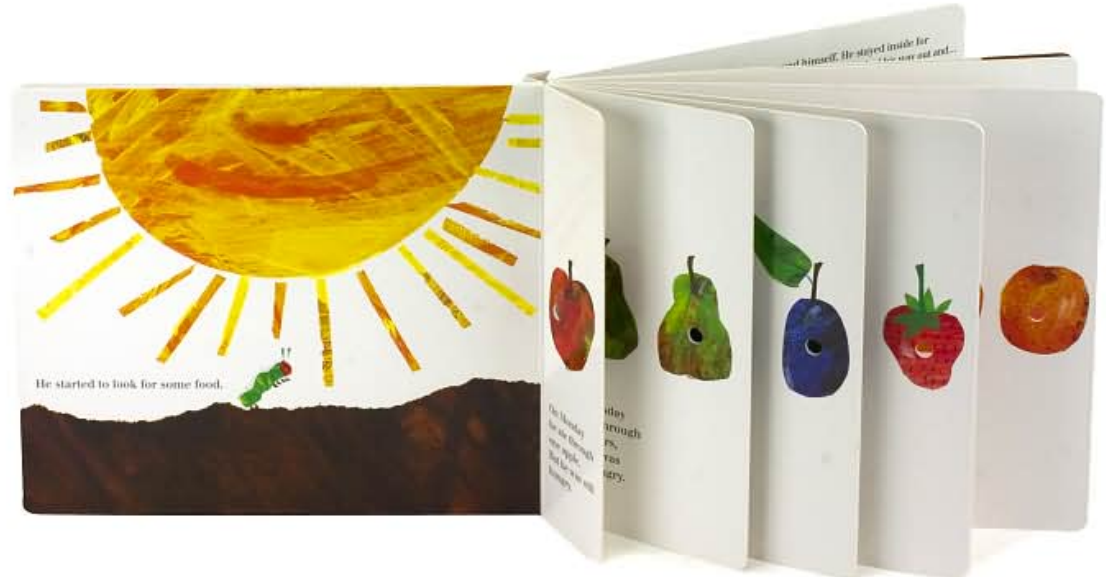


Author's Purpose in Kindergarten

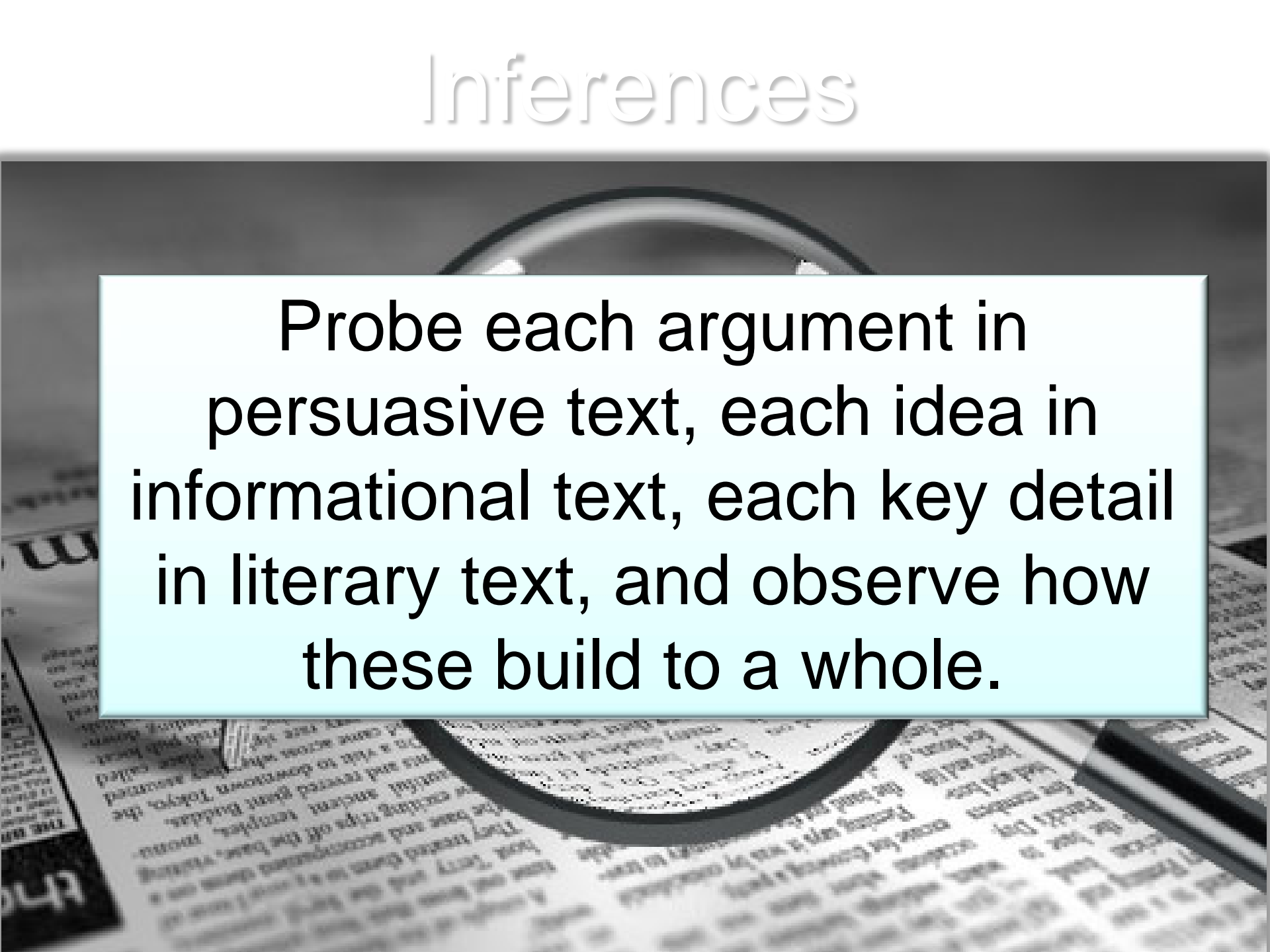
Who tells the story—the narrator or the caterpillar?



A narrator tells the story,
because he uses the words *he*
and *his*. If it was the caterpillar,
he would say *I* and *my*.



Inferences

A magnifying glass is positioned over a newspaper, with the lens focused on a specific article. The background is a grayscale image of the newspaper's text, which is slightly blurred. The magnifying glass has a dark handle and a silver-colored frame.

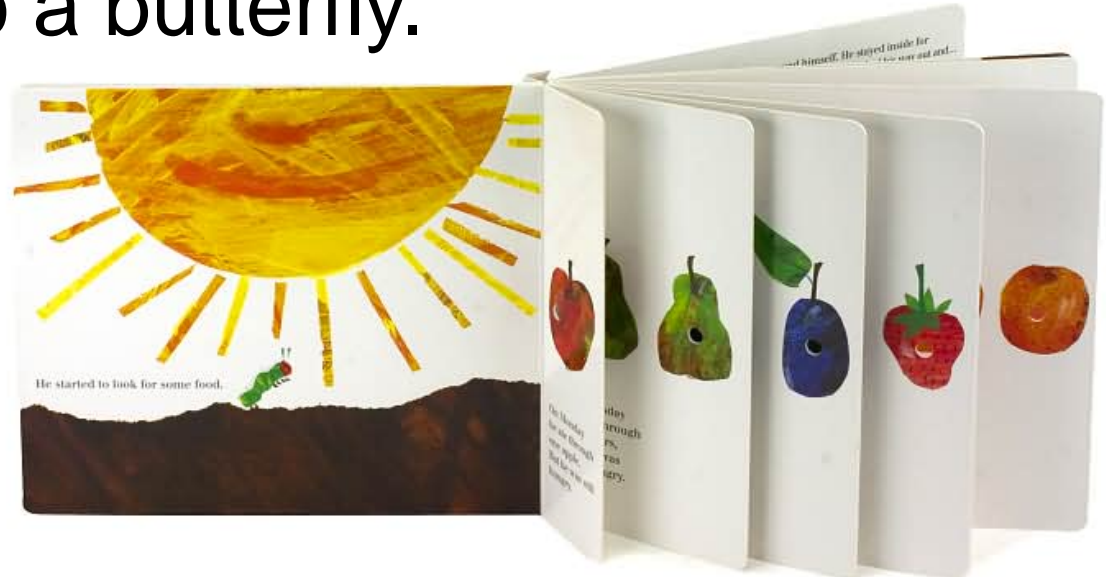
Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole.

Inferences in Kindergarten

The title of the book is *The Very Hungry Caterpillar*. How do we know he is hungry?



The caterpillar ate food every day “but he was still hungry.” On Saturday he ate so much food he got a stomachache! Then he was “a big, fat caterpillar” so he could build a cocoon and turn into a butterfly.



Opinions, Arguments, and Intertextual Connections

- Author's opinion and reasoning (K-5)
- Claims
- Evidence
- Counterclaims
- Ethos, Pathos, Logos
- Rhetoric



Links to other texts throughout the grades

Opinions and Intertextual Connections in Kindergarten

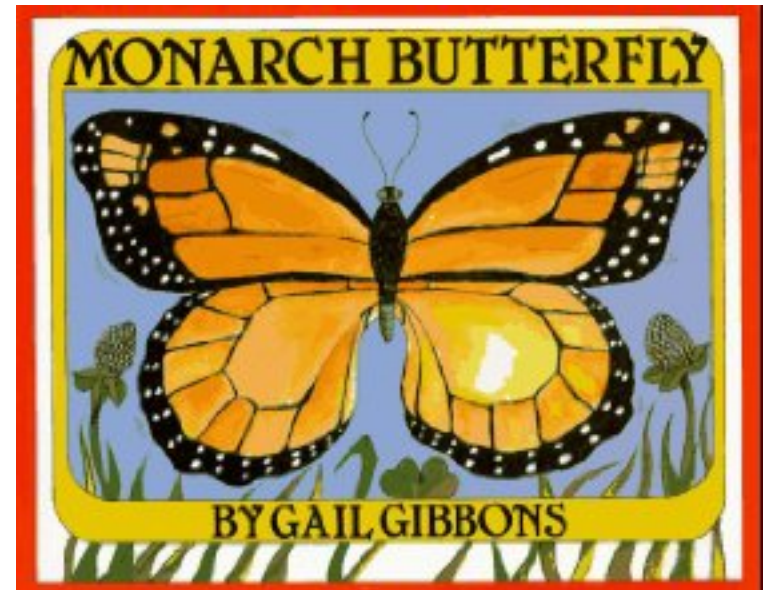
Narrative

Is this a happy story or a sad one? How do you know?



Informational

How are these two books similar? How are they different?



The Takeaway

Focus on functions, not tools.

Develop literacies, including visual and critical literacies.

District technology policies must foster students' search and use functions.

